

Home Management and Maintenance

Entry Level 1 – Level 2

Skills for Life and Work
Unit Specification

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Unit Aim

This unit is part of the Skills for Life and Work suite. It has been designed primarily for learners aged 14-16 years old in Wales to be studied as part of 'Skills for Life' or 'Skills for Life and Work' qualifications.

The 'Home Management and Maintenance' suite of units has been designed to develop learners' skills in various aspects of household management and basic home maintenance to promote independence, with a focus on safety and sustainability.

Units from Other Awarding Organisations

Only units that form part of the approved Open Awards Skills for Life, Skills for Work, and Skills for Life and Work qualifications may contribute towards achievement of this qualification.

Units certificated by other Awarding Organisations, or units taken from other Open Awards qualifications, cannot contribute to the achievement of this qualification. This requirement applies across all levels and qualification sizes.

Qualification Documentation

This Unit Specification is a mandatory document and must be read and applied alongside the relevant Qualification Guide (level-specific) and the Open Awards Provider Handbook.

Progression Across Levels

This suite of units has been designed for learners ranging from Entry Level 1 – Level 2. Learners may progress through the levels throughout their education journey or start at a higher level as appropriate to their level of learning, education targets and aspirations.

The table below summarises the areas of learning included within the units and how these are treated at each level.

Concept	Entry 1	Entry 2	Entry 3	Level 1	Level 2
Home safety	Identify simple hazards	Identify hazards and state responses	Describe risks and basic security	Explain risks and prevention	Assess risks and justify responses
Cleaning and hygiene	Demonstrate simple cleaning	Select and carry out cleaning tasks	Select and use appropriate methods	Organise cleaning and prepare routines	Plan and evaluate cleaning routines
Waste and sustainability	Identify recyclable items	Sort waste into categories	Sort waste and describe saving resources	Describe recycling and sustainability benefits	Compare and justify sustainable choices
Maintenance skills	Identify tools and carry out simple checks	Identify tools and carry out basic tasks	Use tools for simple maintenance tasks	Carry out tasks and report issues	Select, carry out and evaluate maintenance tasks
Independence	Fully supported	Some independence	Increasing independence	Independent working	Independent with judgement and reflection
Cognitive Demand	Identify, recognise	Identify, select, carry out	Select, use, describe	Explain, organise, apply	Assess, justify, evaluate

Delivery Requirements

Before delivery, providers must have an approved Delivery and Assessment Plan that maps teaching, learning and assessment to all (level-specific) assessment criteria in this Unit Specification.

Providers are expected to plan and deliver learning and assessment activities within standard school/college/training provider facilities. This unit should be accessible and deliverable without requiring specialist infrastructure, high-cost resources or restrictive entry conditions.

Delivery should focus on developing learners' practical skills, knowledge and understanding of home management and maintenance, with an emphasis on:

- independence in everyday tasks
- safe working practices
- sustainable behaviours.

Learning activities should be contextualised to real-life or simulated home environments, enabling learners to apply skills in meaningful situations. Where possible, practical, hands-on activities should form a core part of delivery.

Staffing Resources

Providers must ensure suitably qualified and experienced teachers are available to deliver and assess this unit.

Delivery staff must:

- have relevant experience in life skills, personal development, or practical household skills
- be competent in demonstrating safe use of basic tools, cleaning equipment, and household practices
- understand assessment of practical skills and portfolio-based evidence.

Formal occupational qualifications are not mandated; however, staff must be suitably experienced and competent.

Delivery staff should hold, or be working towards, a recognised teaching or training qualification where this is a requirement of the provider.

Physical Resources

Providers must ensure access to appropriate, low-cost, and commonly available resources.

Cleaning Equipment e.g.,

- cloths, sponges, brushes
- basic cleaning products (e.g., surface cleaner, washing-up liquid)
- waste bins or containers for sorting.

Household Items e.g.,

- everyday items for cleaning, organising, and maintenance tasks
- examples of recyclable and non-recyclable materials.

Basic Tools e.g.,

- simple tools such as screwdrivers, batteries, or similar safe household items.

Learning Aids e.g.,

- images or scenarios showing hazards, tools, or household situations
- simple planning templates (optional, e.g., cleaning routines or checklists).

Health and Safety e.g.,

Providers must ensure that:

- all activities are conducted in line with health and safety requirements
- Learners are supervised appropriately when using tools or cleaning products
- risk assessments are in place for practical activities.

Learners should be taught to:

- recognise and respond to hazards
- use equipment safely
- follow instructions when using household products.

Entry Requirements

Learners do not require any prior learning or qualifications for any of the units within this suite. However, as the level of complexity of language increased through the level, the provider must complete robust initial assessments to ensure the learner is able to access the content at the level they are starting.

Assessment Approach

This suite of units has been designed to be assessed through assessment tasks and activities designed by the provider.

All assessment criteria must be met in full for the learner to be awarded a 'pass'. No partial award can be made if any assessment criteria is not met.

Learners are required to collate evidence in a portfolio of evidence. This can be presented digitally (e.g., through an e-portfolio system) or as paper-based as appropriate to the individual learner. Wherever possible, e-portfolios are encouraged.

Assessors must assess the evidence collated by the learner against the assessment criteria within the unit to determine whether each has been met in full or not. All assessment decisions are subject to internal quality assurance (IQA) by the provider and external quality assurance (EQA) by Open Awards before the result is confirmed.

The following types of assessment tasks have been determined to be suitable for this unit suite.

Entry Level 1

Assessment of Home Management and Maintenance at Entry Level 1 should include:

Assessment Type	Examples of Tasks
Identification	Identify common hazards from images or real-life scenarios (e.g., wet floor, hot surface)
Matching	Match cleaning items or tools to pictures
Recognition	Identify recyclable items from a selection
Supported Practical Activity	Demonstrate cleaning a surface (e.g., wiping a table)
Sorting Task	Sort items into recycling or waste with support
Observation	Assessor observation of participation in simple maintenance check (e.g., checking if something works)

Entry Level 2

Assessment of Home Management and Maintenance at Entry Level 2 should include:

Assessment Type	Examples of Tasks
Short Responses	Identify hazards and state what to do (e.g., tell an adult, avoid hazard)
Matching / Selection	Select appropriate cleaning products or tools for given tasks
Practical Task	Carry out a simple cleaning activity (e.g., tidying or wiping surfaces)
Sorting Task	Sort waste into appropriate categories (e.g., recycling, general waste)
Practical Activity	Carry out a basic maintenance check (e.g., checking windows, identifying issues)
Observation	Assessor observation of increasing independence in tasks

Entry Level 3

Assessment of Home Management and Maintenance at Entry Level 3 should include:

Assessment Type	Examples of Tasks
Short Explanation	Describe household risks and ways to maintain security
Practical Task	Select and use appropriate cleaning equipment for different tasks
Practical Task	Sort waste and demonstrate sustainable behaviours
Practical Task	Carry out a simple maintenance task (e.g., tightening or replacing item)
Structured Task	Follow instructions when using cleaning products
Observation	Assessor observation of independent task completion

Level 1

Assessment of Home Management and Maintenance at Level 1 should include:

Assessment Type	Examples of Tasks
Written / Verbal Task	Explain risks and how to prevent them
Planning Task	Prepare a simple cleaning routine (e.g., daily/weekly plan)
Practical Task	Organise equipment and carry out a cleaning task
Knowledge Task	Describe recycling requirements and sustainability benefits
Practical Task	Carry out a maintenance task safely
Reporting Task	Report a maintenance issue (e.g., written, verbal or digital)
Observation	Assessor observation of independent working and safe practice

Level 2

Assessment of Home Management and Maintenance at Level 2 should include:

Assessment Type	Examples of Tasks
Scenario-Based Task	Assess hazards in a home setting and explain responses
Planning Task	Plan a cleaning routine for a home or area
Review Task	Evaluate effectiveness of cleaning methods or products used
Comparison Task	Compare waste disposal methods and identify appropriate use
Practical Task	Carry out a maintenance task independently
Selection Task	Select appropriate tools for a maintenance task
Evaluation Task	Evaluate the outcome of the maintenance task
Observation	Assessor observation of independence, decision-making and safe practice

Unit Content

Entry level 1

Unit Title: Home Management and Maintenance

Unit Reference Number: CBM096

Level: Entry Level 1

Credit Value: One (1)

Guided Learning Hours: 10

Unit Aim: Develop Learners' skills in various aspects of household management and basic home maintenance to promote independence, with a focus on safety and sustainability

Principles of Progression

Progression 1 - I am beginning to recognise the connection between the physical and emotional changes that can occur in different contexts.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know how to stay safe in the home environment	1.1 Identify common household hazards
	1.2 Identify someone who can help with home safety
2. Be able to keep a home clean	2.1 Demonstrate cleaning a simple surface
	2.2 Identify items used for cleaning
3. Know how to manage household waste	3.1 Demonstrate sorting items for disposal or recycling
	3.2 Identify items that can be recycled
4. Know basic home maintenance tasks	4.1 Identify simple tools used in the home
	4.2 Carry out a simple maintenance-related check

Indicative Content

LO1 AC 1.1 Learners must identify at least two simple hazards, e.g. wet floor, hot surface, sharp object. Evidence may include pointing, naming or selecting images.

AC 1.2 This could include e.g., parent, carer, teacher, emergency services.

LO2 AC 2.1 This could include e.g., wiping a table, picking up items, using a cloth safely.

AC 2.2 Learners must identify at least two items e.g., cloth, brush, spray bottle.

LO3 AC 3.1 This could include e.g., paper, plastic, general waste.

AC 3.2 Learners must identify at least two items e.g., bottles, cans, cardboard.

LO4 AC 4.1 Learners must identify at least two tools e.g., screwdriver, torch.

AC 4.2 This could include e.g., checking if a light works, identifying a loose item.

Area of Learning Experience	Health and Well-being
Statement of What Matters	Developing physical health and well-being has lifelong benefits.
Links to the Four Purposes	Purpose 4 - Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.
Cross-curricular Skills	Literacy / Numeracy and Digital
Integral Skills	Planning and organising
Understanding of sustainability in the world of work and/or everyday work	Using eco-friendly products and materials in household tasks to support sustainable living.

Relevant Cross-Cutting Themes

Theme	Rationale
Local/national/international	Encourages sustainable living practices.

Entry Level 2

Unit Title: Home Management and Maintenance

Unit Reference Number: CBM097

Level: Entry Level 2

Credit Value: One (1)

Guided Learning Hours: 10

Unit Aim: Develop Learners' skills in various aspects of household management and basic home maintenance to promote independence, with a focus on safety and sustainability

Principles of Progression

Progression Step 2 - I can describe the way in which physical and emotional changes are connected in different contexts.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know how to maintain a safe home environment	1.1 Identify hazards in the home
	1.2 State how to respond to a hazard or maintenance issue
2. Be able to keep the home clean and hygienic	2.1 Select cleaning products for different tasks
	2.2 Carry out a simple cleaning task
3. Be able to manage household waste sustainably	3.1 Identify recyclable and non-recyclable items
	3.2 Sort waste into appropriate disposal options
4. Know basic home maintenance tasks	4.1 Identify tools and their uses
	4.2 Carry out a simple maintenance check or task

Indicative Content

LO1 AC 1.1 Learners must identify at least two hazards that can be found in the home e.g., spills, damaged wires, clutter, hot surfaces.

AC 1.2 Learners must state simple actions they can take to respond to the identified hazards or maintenance issue e.g., tell an adult, avoid the hazard, report the issue.

LO2 AC 2.1 Learners could include e.g. cloth for surfaces, brush for floors, washing-up liquid for dishes.

AC 2.2 Learners carry out a cleaning activity with some independence, e.g. wiping surfaces, tidying an area, cleaning up after an activity.

LO3 AC 3.1 This could include e.g. plastic vs general waste.

AC 3.2 This could include e.g., recycling, food waste, general waste, with limited support.

LO4 AC 4.1 Learners must identify at least two tools and their uses e.g., screwdriver for tightening.

AC 4.2 Learners must carry out a basic task with support, e.g. checking something works, tightening a loose item, identifying when something needs fixing.

Area of Learning Experience	Health and Well-being
Statement of What Matters	Developing physical health and well-being has lifelong benefits.
Links to the Four Purposes	Purpose 4 - Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.
Cross-curricular Skills	Literacy / Numeracy and Digital
Integral Skills	Planning and organising
Understanding of sustainability in the world of work and/or everyday work	Using eco-friendly products and materials in household tasks to support sustainable living.

Relevant Cross-Cutting Themes

Theme	Rationale
Local/national/international	Encourages sustainable living practices.

Entry level 3

Unit Title: Home Management and Maintenance

Unit Reference Number: CBM098

Level: Entry Level 3

Credit Value: One (1)

Guided Learning Hours: 10

Unit Aim: Develop Learners' skills in various aspects of household management and basic home maintenance to promote independence, with a focus on safety and sustainability

Principles of Progression

Progression Step 3- I can explain the way in which physical and emotional changes are connected in different contexts, and I can monitor, review and adapt my behaviour to support my physical and emotional health, setting myself relevant targets.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know how to maintain a safe and secure home	1.1 Identify risks to safety in the home
	1.2 Explain how to keep a home secure
2. Be able to clean a home effectively	2.1 Select and use appropriate equipment for cleaning tasks
	2.2 Follow simple instructions when using cleaning products
3. Be able to manage waste and resources	3.1 Sort household waste for recycling
	3.2 Identify ways to save energy or water
4. Be able to carry out basic maintenance tasks	4.1 Identify when a simple repair is needed
	4.2 Use simple tools to complete a maintenance task

Indicative Content

LO1 AC 1.1 Common risks could include, e.g.,

- a fire starting due to a pan being left unattended on a hob
- someone tripping over a loose rug
- someone breaking in because of a window is left open.

AC 1.2 Learners must explain actions they can take to improve security, e.g., locking doors, checking windows, safe access.

LO2 AC 2.1 Learners must independently select and use equipment for given tasks, e.g. vacuum, mop, cloth, for different surfaces.

AC 2.2 This could include e.g., correct use, safety warnings.

LO3 AC 3.1 This could include e.g.,

- sorting plastic bottles into a specific recycling bin
- rinsing out food tins before disposal
- separating cardboard from general waste.

AC 3.2 This could include e.g.,

- switching off appliances
- reducing water use.

LO4 AC 4.1 This could include e.g.,

- noticing a lightbulb has flickered out
- identifying that a battery in a remote needs replacing
- seeing that a screw on a cupboard handle is loose.

AC 4.2 Learners must complete a simple task with increasing independence, e.g. tightening, replacing batteries.

Area of Learning Experience	Health and Well-being
Statement of What Matters	Developing physical health and well-being has lifelong benefits.
Links to the Four Purposes	Purpose 4 - Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.
Cross-curricular Skills	Literacy / Numeracy and Digital
Integral Skills	Planning and organising
Understanding of sustainability in the world of work and/or everyday work	Using eco-friendly products and materials in household tasks to support sustainable living.

Relevant Cross-Cutting Themes	
Theme	Rationale
Local/national/international	Encourages sustainable living practices.

Level 1

Unit Title: Home Management and Maintenance

Unit Reference Number: CBM099

Level: One (1)

Credit Value: One (1)

Guided Learning Hours: 10

Unit Aim: Develop Learners' skills in various aspects of household management and basic home maintenance to promote independence, with a focus on safety and sustainability

Principles of Progression

Progression Step 4- I can analyse the connection between physical and emotional changes. I can modify my behaviour to support my physical and emotional health and can work collaboratively to plan and refine strengths and areas for improvements.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand how to manage home safety and security	1.1 Explain household risks and how to prevent them
	1.2 Explain how to maintain home security
2. Be able to organise household cleaning	2.1 Select and organise equipment for a cleaning task
	2.2 Prepare a simple cleaning routine
3. Know how to manage resources sustainably	3.1 Describe recycling requirements in their local area
	3.2 Explain benefits of reducing resource use
4. Know how to manage resources sustainably	4.1 Report on maintenance issues appropriately
	4.2 Use tools safely to complete a maintenance task

Indicative Content

- LO1 AC 1.1 Learners must explain risks and prevention, showing cause and effect of at least three risks e.g.,
- Describing how to prevent kitchen fires by keeping flammable items away from the hob.
 - Explaining the risk of trip hazards like loose carpet tiles.
 - Describing how to safely store hazardous cleaning chemicals away from food.

- AC 1.2 Learners must explain three ways they can maintain home security e.g.,
- outlining the steps to check all window locks
 - explaining the importance of setting a burglar alarm if available
 - outlining how to safely identify a caller at the door before opening it.

- LO2 AC 2.1 Learners must select and prepare resources independently for given tasks e.g.,
- gathering a bucket, mop, and floor cleaner for a kitchen floor
 - collecting glass cleaner and a lint-free cloth for mirrors
 - selecting a vacuum cleaner and checking the bag/filter before use.

- AC 2.2 Learners must prepare a realistic routine
- creating a weekly chart for dusting and vacuuming
 - producing a daily list for emptying bins
 - preparing a monthly reminder to clean windows.

- LO3 AC 3.1 Learners must describe how materials are **recycled** locally.

- AC 3.2 Learners must include environmental and practical benefits e.g.,
- describing how turning down the thermostat saves money on bills
 - explaining how shorter showers conserve water
 - describing the environmental impact of reducing single-use plastics.

LO4 AC 4.1 Learners must be able to report a maintenance issue including clearly describing the problem and using the most appropriate method e.g.,

- completing a basic fault reporting form for a dripping tap
- sending an email to a landlord/caretaker about a broken light switch
- verbally reporting a damp patch on a wall to a supervisor.

AC 4.2 Learners must demonstrate completing a task independently and safely e.g.,

- using an Allen key to tighten a flat-pack furniture joint
- using a screwdriver to replace a battery cover on a smoke alarm
- using a spirit level to check if a shelf is straight.

Area of Learning Experience	Health and Well-being
Statement of What Matters	Developing physical health and well-being has lifelong benefits.
Links to the Four Purposes	Purpose 4 - Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.
Cross-curricular Skills	Literacy / Numeracy and Digital
Integral Skills	Planning and organising
Understanding of sustainability in the world of work and/or everyday work	Using eco-friendly products and materials in household tasks to support sustainable living.

Relevant Cross-Cutting Themes

Theme	Rationale
Local/national/international	Encourages sustainable living practices.

Level 2

Unit Title: Home Management and Maintenance

Unit Reference Number: CBM100

Level: Two (2)

Credit Value: One (1)

Guided Learning Hours: 10

Unit Aim: Develop Learners' skills in various aspects of household management and basic home maintenance to promote independence, with a focus on safety and sustainability

Principles of Progression

Progression Step 5- I can evaluate the connection between physical and emotional changes, independently selecting from a range of strategies to improve my physical and emotional health and that of others.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand home safety and emergency response	1.1 Assess hazards in a home environment
	1.2 Justify appropriate responses to household emergencies
2. Be able to plan and review household hygiene	2.1 Plan a cleaning routine for a home environment
	2.2 Evaluate the effectiveness of cleaning methods or products
3. Know how to manage resources sustainably	3.1 Explain ways to reduce energy or resource use
	3.2 Compare methods of waste disposal
4. Be able to carry out and review maintenance tasks	4.1 Select tools for a maintenance task
	4.2 Carry out a maintenance task
	4.3 Evaluate the effectiveness of a maintenance task

Indicative Content

LO1 AC 1.1 Learners must assess hazards and level of risk, e.g. identifying which issues are more serious and why (e.g. fire risk vs minor hazard).

AC 1.2 Learners must justify why specific actions are appropriate, e.g., why evacuation is prioritised in a fire situation.

LO2 AC 2.1 This could include frequency and area.

AC 2.2 Learners evaluate what worked well and what could be improved for a completed cleaning task, including comparing the suitability of products for surfaces.

LO3 AC 3.1 Learners must explain methods and their impact (energy saving behaviours and outcomes).

This could include e.g.,

- calculate potential savings from different energy-efficiency measures
- calculating the cost difference between LED bulbs and halogen bulbs over a year
- determining the water saved by installing a hippo-bag in a toilet cistern. Calculating the impact of reducing the thermostat by 2%.
- determining the energy saved by air-drying clothes instead of using a tumble dryer.

AC 3.2 Learners must compare options (e.g. recycling vs general waste) and justify which is more appropriate in a given context e.g.,

- Comparing home composting versus local authority green waste collection.
- Evaluating the benefits of "Teracycle" schemes for hard-to-recycle plastics versus general waste.
- Comparing the impact of donating items to charity shops versus textile recycling banks.
- Comparing the use of a food waste macerator versus a curb side food caddy.

LO4	AC 4.1 Learners must select tools and explain why they are suitable (the correct tool for job) e.g., • Determining the specific drill bit and wall plug needed for hanging a heavy mirror on a plasterboard wall. • Selecting the correct grit of sandpaper and type of primer for upcycling a wooden chair. • Determining the type of washer needed to fix a dripping compression tap. • Selecting the appropriate filler for a crack in a ceiling. AC 4.2 Learners must carry out at least one routine maintenance task independently, e.g. tightening a fixture, replacing a battery, or completing a basic repair safely. AC4.3 Learners must evaluate how effective the task was, e.g. whether the issue was resolved, what worked well, and what could be improved. Evidence may include brief written, verbal or recorded reflection.
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Area of Learning Experience	Health and Well-being
Statement of What Matters	Developing physical health and well-being has lifelong benefits.
Links to the Four Purposes	Purpose 4 - Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.
Cross-curricular Skills	Literacy / Numeracy and Digital
Integral Skills	Planning and organising
Understanding of sustainability in the world of work and/or everyday work	Using eco-friendly products and materials in household tasks to support sustainable living.

Relevant Cross-Cutting Themes	
Theme	Rationale
Local/national/international	Encourages sustainable living practices.